AUTHOR INDEX

Aksu, M. 25
Anderson, R. E. 213

Becker, H. J. 127
Berberoglu, G. 25, 257
Bhattacharya, S. B. 425
Blaine, D. D. 15
Bos, K. Tj. 297

Calikoglu, G. 257
Chen, M. 403
Cheung, K. C. 235
Chircop, S. 3
Collis, B. 213

Dolly, J. P. 15
Dreyfus, A. 281
Driessen, G. W. J. M. 265

Ediger, M. 41
Ehrenberg, T. 421
Erinosho, S. Y. 439

Geva-May, I. 383
Green, R. D. 431

Hanson, R. 363
Hawkins, A. 327

Keiny, S. 281

Langeheine, R. 349

Mordi, C. 87
Murkherjee, P. 3
Murphy, F. 35

Öçzelik, D. A. 25
Ojoko, S. 447
Onifade, A. 421

Papas, G. 397
Pandey, N. N. 425
Paykoç, F. 25
Pelgrum, W. J. 99, 101, 199
Plomp, T. 99, 101, 149, 185
Power, K. M. 15
Psacharopoulos, G. 397

Rai, V. K. 431
Reinen, I. J. 149

Sharp, T. 327
Smith, N. L. 3

Tamir, P. 311
ten Brummelhuis, A. 185

van den Berg, R. 51
Van Kesteren, B. J. 65
Visscher, A. J. 297

Wolf, R. M. 167

SUBJECT INDEX

Absence Registration System (ARS), truancy 297–309
Absenteeism, ARS 297–309
Adoption model 51–63
Agriculture, community-oriented instruction 447–451
Aspirations, teachers' grades 406, 412
Assessment, Nigeria 439–445
Attendance, instruction evaluation 385
Attitudes
  to computers 172–182, 199–212, 257–263
  to science 87

Behavioural Evaluation Strategy and Taxonomy 330, 332
Behavioural field systems evaluation 327–346
Belgium
  computer experience and patterns of use 134–148
  computers in schools 103–125
  school principal's attitudes to computers 167–183, 199–212
  teachers attitude to computers 199–212

Calis Analysis 410
Canada
  computer experience and patterns of use 134–148
  computers in schools 103–125
  school principals attitudes to computers 167–183, 199–212
  teachers attitudes to computers 199–212
Change, models for measuring 349–362
China
  computer experience and patterns of use 134–148
  computers in schools 103–125
  school principals attitudes to computers 167–183, 199–212
  teachers attitudes to computers 199–212
Classics, place in teaching and learning 47
Classroom climate, LEI 286
Cognitive development, India, Longeot test 425–430
Community-oriented instruction, vocational agriculture in Nigeria 447–451
Comprehensive school, self-evaluation 281–295
Computer appreciation 215
Computer Attitude Scale 257
Computer literacy 214
Computers in education 99
  administrative uses 167
  experience, patterns of use, cultural differences 127
  implementation 185, 187
  international assessment of abilities 213
  problem areas 187
  rationales 214
  role of school principal 167, 199
  staff development 149
  teachers attitudes 199
  truancy, ARS 297–309
  Turkish attitude scale 257–263
  use in 18 countries 101
Concerns-Based Adoption Model, Netherlands, Flanders and United Kingdom 51–63
Confirmative evaluation 364
Constructivism, computer education 216
Constructivist model of school learning 253, 254
Continuous assessment, Nigeria 439
Criterion referenced tests 43, 48
Cross-cultural evaluation standards 3–13
Curricular integration, computer education 217
Curriculum construction, musically gifted 37
Curriculum development
  measurement of growth over time 349
  Taxonomy of Educational Objectives 25

De Groot's 'Learner Report' 65–86
Didactic instrument, Learner Report 80

Educational opportunities, social or ethnic determinants in Netherlands 265–280
Education reform, computer education 216
Empowerment, computer education 217
Energy Biographer 367
Energy Source Education Program, long term effects 363–381
Environmental resources, integrated science in Nigeria 431
Ethnic categories in educational evaluation 15–23
Ethnic origin, educational opportunities in Netherlands 265–280
Evaluation standards, culturally relevant 3–13
Examination/continuous assessment, Nigeria 439–445
Existentialism, self-evaluation 43
Experimentalism and evaluation 46, 49

Field systems evaluation 327–346
France
  computer experience and patterns of use 134–148
  computer implementation 187–197
  computers in schools 103–125
  school principals attitudes to computers 167–183, 199–212
  teachers attitudes to computers 199–212
Functional Information Technology Test 223
Functionality, computer education 216, 223
Function-specific assessment 367

Gender
  science learning 252
  teachers' grades 407, 412
Germany
  computer experience and patterns of use 134–148
  computers in schools 103–125
  school principals attitudes to computers 167–183, 199–212
  teachers attitudes to computers 199–212
Giftedness, music 35–40
Greece, student selection for higher education 397–402
Growth, measurement over time 349

Hawaii, ethnic minorities 15
Higher education, student selection in Greece 397–402
History, MAT 281–295
Home resources, science achievement 252
Homework, teachers' grades 405, 412, 414
Hong Kong, within-classroom science learning processes 235–255
Human capital, computer literacy 215
Humanism, computer education 217
Hungary
  computer experience and patterns of use 134–148
  computers in schools 103–125
  school principals attitudes to computers 167–183, 199–212
  teachers attitudes to computers 199–212

Idealism and evaluation 45, 49
Immigrants, Netherlands, educational opportunities 266
Incremental learning 349–362
India
  cognitive development, Longeot test 425–430
  computer experience and patterns of use 134–148
  computers in schools 103–125
  evaluation standards 4
  school principals attitudes to computers 167–183
  teachers attitudes to computers 199–212
Innovation
  computer implementation 185, 199
  Concerns-Based Adoption Model 51
Innovation Configuration 55
In-service training
  computer integration 151
  use of taxonomy 28
Instruction evaluation, student questionnaire responses 383–396
Integrated science, resources in Nigeria 431–438
International Attitude Scale 90
Interventions, Concerns-Based Adoption Model 55
Israel
  computer experience and patterns of use 134–148
  computers in schools 103–125
  homework and teachers' grades 403–419
  school principals attitudes to computers 167–183, 199–212
  teachers attitudes to computers 199–212

Japan
  computer experience and patterns of use 134–148
  computer implementation 187–197
  computers in schools 103–125
  school principals attitudes to computers 167–183, 199–212
  teachers attitudes to computers 199–212
Joint Committee (1981) standards 4
  international use 9

Latent class models 350, 355
Latent Markov model 357
Leader behaviour, performance in physical education 421–424
Learner Report 65–86
  goals 79
  reliability 77
  studies using 68
  validity 74
Learning Environment Inventory 284, 286, 290, 295
Learning objectives 66, 79
Lecturers, student assessment of 384
Linear Logistic test model 351
Longeot test, cognitive development in India 425–430
Luxembourg
  computer experience and patterns of use 134–148
  computers in schools 103–125
  school principals attitudes to computers 167–183, 199–212
  teachers attitudes to computers 199–212

Malta, evaluation standards 4
Markov models 357
Mastery learning model 355
Mathematics, computer use 109

Measurement and evaluation
  approaches to 41–50
  use of taxonomy 30
Mixed Ability Teaching (MAT), school self-evaluation 281–295
Motivation, science achievement 252, 253
Movement education, field systems evaluation 327–346
Multiple choice tests, positive and negative items 311–325
Musically gifted, programmes for 35–40

Netherlands
  computer experience and patterns of use 134–148
  computer implementation 187–197
  computers in schools 103–125
  Concerns-Based Adoption Model 51
  educational opportunities, social and ethnic determinants 265–280
  school principals attitudes to computers 167–183, 199–212
  teachers attitudes to computers 199–212
New Zealand
  computer experience and patterns of use 134–148
  computers in schools 103–125
  school principals attitudes to computers 167–183, 199–212
  teachers attitudes to computers 199–212
Nigeria
  attitudes to science 87
  leader behaviour and performance in physical education 421–424
  modes of assessment 439–445
  teaching integrated science 431–438
  vocational agriculture 447–451
Norm referenced tests 48

Organizational change, Concerns-Based Adoption Model 59
OVB 265, 266

Parental education, educational opportunities in Netherlands 265–280
Path analysis model, teachers' grades 410
Perennialism and evaluation 47, 49
Performance, physical education, leader behaviour 421–424
Physical education, leader behaviour and student performance 421–424
PLSpath modelling, science learning processes 235–255
Poland
  computer experience and patterns of use 134–148
  computers in schools 103–125
  school principals attitudes to computers 167–183, 199–212
  teachers attitudes to computers 199–212
Portugal
  computer experience and patterns of use 134–148
  computers in schools 103–125
  school principals attitudes to computers 167–183, 199–212
  teachers attitudes to computers 199–212
Probabilistic models for measuring change 349–362
Professionalism, cultural differences 7
Programmatic research and development 364
Programming 215
  teachers skills 113

Rasch models, measurement of change 350
Registration, ARS 297
Resources, integrated science, Nigeria 431

Scholastic Aptitude Test, Hawaii, ethnic differences 15, 18
School learning, conceptual model 236
School principal
  attitude towards computers 199–212
  role in computer education 167–183
School self-evaluation 281–295
Science
  computer use 110
  PLSpath modelling of within-classroom learning processes 235–255
  student's outlook on 87–95
Scripture, MAT 281–295
Second International Science Study 235
  attitudes to science in Nigeria 88, 90
Self-concerns, teachers 52
Self-evaluation
  schools, as dialogue 281–295
  students 43, 48, 80
Self-organizing power, Concerns-Based Adoption Model 60
Self-reports, correctness of 75
Sex differences, attitude to science 92
Slovenia
  computer experience and patterns of use 134–148
  computers in schools 103–125
  school principals attitude to computers 167–183, 199–212
  teachers attitudes to computers 199–212
Social background
  educational opportunities, Netherlands 265–280
  teachers' grades, Israel 407, 412, 415
Social integration, MAT 281
Software, availability 107, 195
Staff development, computer integration 112, 149–166
Stages of Concern Profiles 52
Student questionnaire responses, instruction evaluation 383–396
Student selection, higher education in Greece 397–402
Student's perception of teaching 392

Switzerland
  computer experience and patterns of use 134–148
  computers in schools 103–125
  school principals attitude to computers 167–183, 199–212
  teachers attitudes to computers 199–212

Taxonomy of Educational Objectives, use in Turkey 25–34
Teachers
  attitudes to computers 199–212
  computer integration and training 149–166
  computer use 109, 112
  education programmes, Third-World 447–451
  education in Turkey, use of taxonomy 28
  MAT 286, 289
  preferences for modes of assessment, Nigeria 439–445
Teachers' grades 403–419
  aspirations 406, 412
  gender 407, 412
  homework 405, 412, 414
  path model 410
  social background 407, 412, 415
Teaching, student's perception 392
Temporal Analysis System 330
Tertiary education, student selection in Greece 397–402
Testing movement 41
Transformation, Concerns-Based Adoption Model 60
Truancy, ARS 297–309
Turkey
  computer attitude scale 257–263
  use of Taxonomy of Educational Objectives 25–34

United Kingdom, Concerns-Based Adoption Model 56
United States of America
  computer experience and patterns of use 134–148
  computer implementation 187–197
  computers in schools 103–125
  school principals attitude to computers 167–183, 199–212
  teachers attitudes to computers 199–212
University, student selection in Greece 397–402

Vocational agriculture, Nigeria 447–451

Within-class science learning processes, PLSpath modelling 235–255